



EDUCATIONAL DEVELOPMENT
CENTRE

Graduate Certificate in Tertiary Learning and Teaching - (Level 7) 60 Credits

Compulsory Courses – Learning Outcomes

1. Learner Centred Learning

Aims

To examine adult learning approaches and explore how underpinning theories, principles and practices can be used to create learner centred environments that enable all students to achieve successful learning outcomes in a variety of contexts.

To facilitate learning by adopting and fostering active, interactive and deep learning strategies which support meaningful interaction with concepts, materials, activities and people.

Learning Outcomes

At the successful completion of this course, participants will be able to:

1. recognise, value and utilise students' cultural orientation, prior learning and learning styles by providing a diverse range of opportunities to encourage deep learning;
2. adopt sound pedagogical practices that reflect a comprehensive understanding of adult learning approaches needed to engage learners and maintain this engagement, e.g. action learning, project based learning, self directed learning (e.g. individual or group learning contract), scenario based learning;
3. integration of theoretical knowledge into learning and teaching practices;
4. transfer adult learning and teaching principles into a specific subject/work context, e.g. workshop, art studio and hospital, by creating and critiquing a learning sequence covering a specific topic;

2. Flexible Learning

Aim

To enhance the understanding of flexible teaching and learning principles and processes, and their application to the design of flexible learning practices.

Learning Outcomes

At the successful completion of this course, students will be able to:

1. discuss principles and processes of flexible teaching and learning to facilitate culture sensitive adult learning;
2. critique the design and application of existing flexible teaching and learning options in relation to the literature;
3. analyse and evaluate challenges that arise in the design of flexible learning environments;
4. explore and justify the strategies for the development of flexible learning environments;
5. create and evaluate a plan for the implementation of a flexible learning experience.

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3. Assessing and Evaluating for Learning

Aim

To expose participants to a range of learner centred assessment theories, principles and practices which enable participants' to design or select, and implement appropriate assessment tools.

Learning Outcomes

At the successful completion of this course, participants will be able to:

1. define and discuss assessment terminology and critically review own existing assessment and evaluation practices against current theories, principles and practices and demonstrate how these understandings inform practices;
2. recognise, analyse and use a range of assessment tools and tasks which are valid, reliable, fair, useable and integrated, to support learning and be inclusive of student needs;
3. explore and consider a range of culturally diverse assessments which includes alternative ways of assessing.
4. construct and justify clear and specific assessment/marking criteria to support student learning;
5. explore and consider the process of pre and post assessment moderation
6. demonstrate understanding and critically examine assessment policy and practices considering their appropriateness for meeting student needs;
7. critique a variety of feedback models/processes and in order to provide clear, constructive feedback to support and advance student learning.

4. Constructing Courses to Enhance Learning

Aim

To assist participants to design flexible learner centred courses and integrated programmes linking outcomes with learning activities, content and assessment, and accommodate learner, discipline, departmental, organisational, and industrial or professional body needs.

Learning Outcomes

At the successful completion of this course, participants will be able to:

1. make informed choices about learner centred pedagogy, taking contextual factors into account;
2. liaise with stakeholder groups to establish diverse learner needs;
3. co-negotiate collaborative support mechanisms for the design phase;
4. critique existing flexible design approaches, consider delivery implications for each and apply a reflective and a rigorous selection process;
5. develop a new design approach or modify an existing one, critiquing each phase;
6. plan and design a course or component of a programme which demonstrates multiple understandings of flexible learning and teaching and applies professional practices;
7. consult with colleagues (both within and beyond the institution) throughout the design process
8. evaluate all aspects of course/programme design.